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ABSTRACT

Designed for use with special education students served by special education instructional programs, this guide is intended to help educators implement appropriate career education programing. Moderate to mildly handicapped students are the target population. The guide is based on the objectives that need to be monitored by teachers to assure that students receive a comprehensive career education program. These objectives are grouped under six goals into which the guide is divided: (1) to develop self-appraisal skills; (2) to develop interpersonal skills; (3) to develop decision-making skills; (4) to explore careers, school, and work meanings and values; (5) to clarify school and work meanings and values; and (6) to acquire the skills necessary to carry out a career plan upon high school exit. For each objective, activities, materials, and assessment resources are identified. Some materials necessary for activities are found in an appendix. A bibliography is also provided. (YLB)

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ASSESSMENT AND CURRICULUM GUIDE

FOR

SPECIAL STUDENTS

Area V

U.S. DEPARTMENT OF EDUCATION
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AUGUST
1982

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The "Assessment and Curriculum Guide for Special Students" has been developed through the cooperative efforts of Arrowhead Area Education Agency and Iowa Central Community College. The Guide was developed in response to a need to adequately monitor students' educational programs whereby their Career Education needs are appropriately met. Through the use of this Guide, educators will be able to identify the Career Education programming that is needed for each student. This Guide was designed to be used in programming for Special Education students who are served by Special Education instructional programs.

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INTRODUCTION

PURPOSE

It has been demcnstrated that a system can be established to monitor the Career Education programming of handicapped students whereby the students' programs are appropriate. The "Assessment and Curriculum Guide for Special Students" is a key element in that system. The most important component will be the educator who is committed to use the Guide and the accompanying checklist. The implementation of the system by the educator will significantly facilitate the implementation of appropriate Career Education programming for handicapped students.

POPULATION

The "Assessment and Curriculum Guide for Special Students" was designed to help meet the educational needs of handicapped students regardless of disability. The moderately to mildly handicapped students were target population of the Guide developers.

ORGANIZATION OF THE GUIDE

The Guide is based on the objectives that need to be monitored by teachers in order to assure that the student receives a comprehensive Career Education program.

The Guide identifies the following:

1. Objectives
2. Activities
3. Materials
4. Assessment Resources

The teacher or other educators are encouraged to use this Guide to clarify procedures which may be used to assess student performance or to identify activities that may be used to teach a given objective.

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GOAL 1: TO DEVELOP SELF-APPRAISAL SKILLS.

Objective	Activities or Materials	Assessment
AWARENESS		
A.1.1. Describe self in terms of similarities and differences from peers.	1. List characteristics of self: Look into a full length mirror and answer "What do I look like?" Discuss similarities and differences. 2. On the large paper use marker to trace around children's heads, bodies, arms, legs to make a life size cut-out. Draw in physical features on face. "Dress" paper cut-outs in pictures of things you like and things you like to do. Include a snapshot of yourself to show physical features and identify cut-out. Display "paper dolls" and discuss the similarities and differences. 3. Use strong light such as a movie projector in darkened room to cast a shadow for each student. Trace on paper the side view silhoutte of each other's face, head and neck. Use silhouttes on bulletin board. Guess the name of each silhoutte. 4. Refer to Career Information System of Iowa Elementary Career Activities	See appendix for Personal Checklist AAMD Adaptive Behavior Scale, Public School Version Career Adaptive Behavior Inventory and Developmental Activities (CAB) Section on Self-Concept, Self-Help, Socialization and Task Performance
A.1.2. Discuss feelings of self and others and how they affect behavior.	1. Role play situations (winning a game, getting a paper correct, doing a paper all wrong, being teased, receiving a compliment, etc.) in which you feel (angry, ridiculed, praised, worthy, secure, etc.) to show the behavior resulting from such feelings. 2. Discuss ways other people make you feel good/bad about yourself. Discuss ways you express "good" feelings. Discuss ways you feel "bad" feelings.	See appendix for Open-Ended Questionnaire, page 1. Vineland Social Maturity Scale Primary Self-Concept Inventory by Douglas Muller, Robert Leonetti

Objective	Activities or Materials	Assessment
A.1.2. Continued	3. Mime positive and negative moods and characteristics. 4. Developing Understanding of Self and Others DUSO American Guidance Service "feelings vocabulary" show how feelings, goals, and behavior are dynamically interrelated; encourage open honest discussion of feelings, goals and behavior.	
A.1.3. List things they do that make them feel good and bad about themselves.	1. Show pictures of things children do, i.e. eating; interacting with parents, grandparents, girls; boys; wearing casual and dressy clothes; swimming; playing ball; horseback riding; reading; being at home; at school; at church, etc.	CAB - Section on Self-Concept
	2. Students record good/bad feelings toward each activity pictured by writing the number of each picture and drawing a smile face for "good feeling" and a sad face for "bad feeling."	Use student response sheet of faces as assessment in Activity #2.
	3. Discuss additional things which make you feel good/bad about yourself. i.e. activities, family members, compliments by others, having money and material possessions, being alone. 4. Complete above activities several times for a desired period of time and observe consistancy of response. 5. T.A for Tots by Alvyn M. Freed, Ph.D	

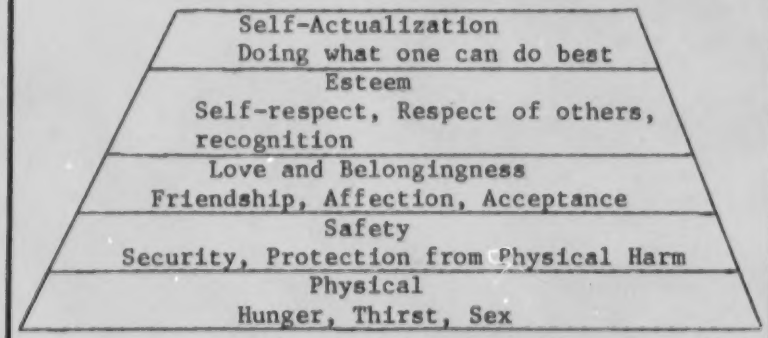
OBJECTIVE	ACTIVITIES OR MATERIALS	ASSESSMENT
A.1.4. Discuss their own role in family and school.	1. List responsibilities and freedoms at home. 2. Answer the following questions: When you need help at home, who helps you? When you ask questions at home, who answers them? When you need money, who usually gives it to you? Do you have younger brothers and sisters that you help? What do you do to help them? 3. List responsibilities you have at school. i.e. listener, helper, leader, follower, completing tasks independently, group member. 4. Take several pictures of each student posing in his various roles. Mount your group pictures and label each to emphasize the importance of each role. 5. DUSO (described under A.1.3.)	See appendix for Personal Checklist, page ii. CAB - Sections on Socialization, Task Performance Pictures also serve as assessment.
ACCOMODATION		
B.1.1. Discuss how skills and interests of a person relate to a job.	1. Interview parents to identify skills and interests they have that relate to their jobs. 2. Collect items needed to do several specific jobs. Examples: mixer, bowl, measuring cups, spoons; dishes, flatware, table cloth; pail, sponge, soap, car wax; tools, small motor. Group all items together. Student selects items deemed necessary for a specific job. Demonstrate: If you know how to use equipment and are interested in the job you will probably be successful in completing the job and feel some degree of satisfaction. Know how - Like to do = success and satisfaction Know how - dislike doing = success and little satisfaction or abandon Lack know how - Interest = Learn how Lack know how - Lack Interest = abandon or hap-	Project Discovery A. Agribusiness and Natural Resource Cluster B. Consumer and Homemaking Cluster C. Personal Services Cluster Career Adaptive Behavior Inventor and Developmental Activities (CAB Section on Interests)

Objective	Activities or Materials	Assessment
B.1.1. Continued	hazard job and dissatisfaction when forced to perform the job. 3. Bring hobby, craft or outside interest to share with class. Tell how you became interested, deomonstrate the skills needed to do the hobby. Tell how much time and money you spend on your hobby, etc. 4. Entering the World of Work, McKnight Publishing Company, Chapter 9 5. Career Development For Primary Graders (Revised) by Gerald Madigan, Thomas Snyder, and Joan Thames 6. Career Systems of Iowa - Elementary Career Activities	
B.1.2. List career goals that reflect an individual's personal needs, interests, skills, values, and their abilities.	1. Make a picture story book of yourself. Include written narrative and snap shots, magazine pictures, and drawings for each chapter. Chapters shall include: My Needs; My Interests; Skills; and Abilities; My Values (education, freedom, money, family, religion, friends, etc.) and Jobs or When I Grow Up, I Want To Be A _____. 2. Read stories to the class or exchange story books several times so you can read each other's books. 3. Refer to Career Information System of Iowa Elementary Career Activities 4. Entering the World of Work, McKight Publishing Co., Chapters 9 and 11	Comprehensive Career Assessment Scales by Stephen L. Jackson and Peggy M. Goulding, Ph.D.

OBJECTIVE	ACTIVITIES OR MATERIALS	ASSESSMENT
B.1.2. Continued	5. When I Grow Up, I Want to Be, No. 171, Instructo. A story of careers illustrated through use of male and female figures dressed for 36 occupations.	
B.1.3. Discuss and demonstrate constructive ways of dealing with feelings.	1. Compare open-ended situations concerning anger, love, sad, happy, fear, success, etc. Role play constructive endings. 2. Read selections from Your Erroneous Zones to find activities used to overcome useless behaviors such as worry, fear, etc. 3. Read Shyness. It illustrates a variety of value clarification and self-esteem activities. 4. Discovering Your Personality: Exploring Your Feelings Guidance Associates 5. The Angry Book by Theodore Rubin MacMillan This book encourages expressing anger in constructive ways. 6. Growing Up Emotionally SRA 7. Pair off for partners by counting 1-2-1-2 etc. All the ones give your partner a compliment. Twos give appropriate response. Discuss appropriateness of various responses. All twos bump into your partner and give appropriate response. Ones respond. Discuss responses. All ones may sit down first while twos stand. Discuss responses. Continue to create situations that arouse emotions and discuss appropriateness of responses.	CAB - section on Self-Concept, Self-Help, Socialization, Task Performance

OBJECTIVE	ACTIVITIES OR MATERIALS	ASSESSMENT
B.1.3. Continued	Discuss how your body feels when you are happy, sad, glad, angry, etc. Discuss what you do to become "happy" again such as read, retreat to a private place, do something you like to do, attack, ignore, etc. 8. Unit I: Exploring My Identity, Scholastic, Inc. 9. Set of Filmstrips Understanding Your Feelings Opportunities for Learning, Inc. 10. Entering the World of Work, McKnight Publishing Co., Chapter 6	
EXPLORATION		
C.1.1. Compare developed aptitudes and abilities to broad occupation areas.	1. List personal abilities. 2. Take the P.I.E.S. and use results to indicate broad occupational areas that may be suited to the student. 3. Succeeding in the World of Work, pp. 85-87 p. 13, McKnight Publishing Company 4. Refer to Career Information System of Iowa Elementary - C.I.SI. Integration and complete Activity 1 and Activity 2. Secondary - Occupations by Clusters 5. Discovery, Scholastic, Inc. Uses full-color sound filmstrips and career logbooks to help students outline their abilities and interests, and then explore job opportunities. 6. Self-Awareness/Career Awareness In Your Curriculum Resource book contains learning	Picture Interest Exploration Survey (P.I.E.S.) CAB - Section on Task Performance AAMD Adaptive Behavior Scale, School Addition Part I

Objective	Activities or Materials	Assessment
C.1.1. Continued	activities to introduce students to the working world and different kinds of jobs. Instructo, McGraw Hill	
C.1.2. Discuss and list personal values as they relate to potential career roles.	1. Define value. 2. List personal values, i.e. freedom, education, religion, friends, family, time, health, recreation, material goods, etc. 3. Read Value Tales by Spencer Johnson, M.D. and Ann Donegan Johnson Series of 20 books each featuring a specific value held by a historic person such as the value of respect The Story of Abraham Lincoln B.L. Winch and Associates 4. Take the Choice Value Test (See appendix) and score it. Do you agree with the findings? Compare these results with the list you made. Are the results consistent? 5. Values: What's Important to You? Scholastic Books. This is a set of readings and logbook dealing with value-laden issues. 6. Making Value Judgements, Decisions for Today Charles E. Merrill Publishing. Helps student clarify values in order to find identity. 7. Student Career Guide - MD, RS, LD Section on Values 8. Values Spirit Masters - Opportunities for Learning, Inc. 9. Filmstrips: Vandalism, Stealing, Lying and Hurting People - Opportunities for Learning, Inc.	See appendix for Forced Choice Value Test, page iii - vii. Allport, Vernon Lindzey, Study of Values

Objective	Activities or Materials	Assessment
C.1.2. Continued	10. Prepare a bulletin board with values listed on a circular paper and ribbons or arrows radiating to pictures of people "on the job". 11. Succeeding in the World of Work, McKnight Publishing Co., Chapter 6	
C.1.3. Discuss and list personal needs.	1. Define needs. 2. Make a collage depicting personal needs. 3. Prepare a flannel board presentation on Maslow's Hierarchy of Needs to see the basic needs of people. Hierarchy of Needs  4. Discuss the following questions: What is the difference between needs and wants? Do all families have the same needs? What are some reasons for differences in individual's needs? How do different cultures backgrounds, traditions, and individual goals affect needs? What needs do we all have in common?	List of personal needs serves as assessment

OBJECTIVE	ACTIVITIES OR MATERIALS	ASSESSMENT
C.1.4. Discuss and list personal interests as they relate to potential career roles.	1. Take P.I.E.S. and discuss results. 2. List personal interests. 3. Write a paragraph - "When I Grow Up I Want To Be A _____". 4. Employment Opportunities - Filmstrip illustrating 39 job classifications. Opportunities for Learning, Inc. 5. The Job Box - Opportunities For Learning, Inc. 6. Student Program Guide - MD pp. 11-55, Dept. Public Instruction 7. Succeeding in the World of Work Chapters 2 and 6, McKnight Publishing Company 8. Career Information System of Iowa Secondary C.I.SI. Integration, Activity 1.	P.I.E.S.
PREPARATION		
D.1.1. Describe developed abilities, aptitudes, and other personal resources in relation to the requirements for preferred occupations.	1. Interview an adult you know well and ask him to explain his abilities, aptitudes and other personal resources and tell how they help him to do the tasks required for his occupation. 2. List personal abilities, aptitudes, and other personal resources by consulting test results (tests listed under assessment) and Chapters 2 and 6 of Succeeding in the World of Work, McKnight Publishing Company 3. List preferred occupations.	Talent Assessment Program (TAP) VALPAR - Select components that apply to individual students. AAMD Adaptive Behavior Scale, Public School Version Career Maturity Inventory (CMI) AAMD - Becker Reading - Free Vocational Interest Inventory

Objective	Activities or Materials	Assessment
D.1.1. Continued	4. Consult resource persons (counselors, State Job Service personnel) and Chapter 7 of Succeeding in the World of Work, McKnight Publishing Company to determine requirements for preferred jobs. 5. Complete activities, Self-Analysis Check List, Job Choice, and Assets in Career Information Systems of Iowa, Secondary - Career Activities. 6. Discovery, Scholastic, Inc. 7. Self-Awareness/Career Awareness In Your Curriculum - Instructo/McGraw Hill	
D.1.2. Discuss one's own current lifestyle needs and priorities and how they will change through life.	1. Identify personal lifestyle through discussion with parents, counselor, other significant adult. 2. List current lifestyle needs. i.e. What will you need in order to maintain your present activities and standard of living? 3. Complete activities suggested in Career Information System of Iowa, Elementary - Career Activities 4. Read Chapters 1 and 18 in Succeeding in the World of Work, McKnight Publishing Company Draw a diagram to illustrate your priorities concerning career, family, leisure time, religion, friends and represent your current lifestyle. Consult pp. 4-5. 5. Why Do People Work - Film Science Research Associates 6. Career Perspective: Your Choice of Work Wadsworth Publishing Company, Inc.	List of needs and priorities and diagram serve as assessment

Objective	Activities or Materials	Assessment
D.1.2. Continued	7. Career Values: What Really Matters to You Filmstrip - Cassette Parts 1-5 Guidance Associates	
D.1.3. List ways one can contribute to society.	1. List reasons why people work. Conclude that the work many people do at their jobs contribute to society. List service oriented jobs, government jobs, etc. 2. Collect brochures from service organizations in your community. 3. Invite members of church, service, and school organizations from the community to be on a panel to tell how members in their organizations contribute to society. 4. Interview housewives/mothers to tell how they contribute to society. 5. Compile a list of ways you can contribute to society. 6. Succeeding in the World of Work, McKnight Publishing Company. Overall emphasis on meeting one's responsibilities as an employee, consumer, and citizen.	The list serves as the assessment.

GOAL 2: TO DEVELOP INTERPERSONAL SKILLS

OBJECTIVE	ACTIVITIES OR MATERIALS	ASSESSMENT
AWARENESS		
A.2.1. Discuss the use of listening skills.	1. Thinkbox 2. "Listening and Following Directions" (film) 3. List ways that listening skills are important to a job. 4. Listen! And Help Tell the Story (book) 5. Give students a series of oral and/or written task instructions to carry out.	Teacher Observation
A.2.2. Discuss and demonstrate ability to get along with others.	1. Make collage/bulletin board of people doing cooperative tasks. 2. Role play situations of people demonstrating both good and bad interaction skills. 3. DUSO 4. Getting Along Series of Skills 5. Getting Along (filmstrip) 6. Getting Along in School (filmstrip)	Piers-Harris Inferred Self-Concept Scale
A.2.3. Demonstrate beginning interviewing skills.	1. View a videotape of 1 or 2 interviews. 2. Discuss types of questions asked at an interview. A. Applicant questions: 1. What is pay rate? 2. Is job permanent or temporary? 3. What will the hours and schedule be? 4. How would I dress for the job? 5. What will job duties be?	Teacher Observation

OBJECTIVE	ACTIVITIES OR MATERIALS	ASSESSMENT
A.2.3. Continued	B. Employer questions: 1. What is your past education and experience? 2. Why are you interested in this job? 3. What skills do you have that you feel will enable you to do this job? 3. Roleplay interviewer/interviewee situations with classmates: A. What they did the previous summer B. Duty or job within the school - patrol, custodian, cook, teacher C. Community helper they may have studied (i.e., postman, police, fireman, store owner)	
ACCOMODATION		
B.2.1. Demonstrate skill in interpersonal communication.	1. Effective Communication 2. How Can I Tell - Nonverbal Communication 3. EBCE - Personal/Social Skills (P.S. 4.1.0.) 4. Relate 5. Values: Understanding Others	Brigance Inventory of Essential Skills 2-1, 2-3
B.2.2. List and demonstrate skills necessary for group participation.	1. Career Insights and Self Awareness Games 2. Self-Awareness Through Group Dynamics (book) 3. Participate in a variety of group interaction situations (discussion groups, planning sessions, cooperative tasks). 4. Responsibility: What Are It's Limits? (film) 5. List skills needed when individuals are expected to participate in a group or work	Cain - Levine Social Competency Scale

Objective	Activities or Materials	Assessment
B.2.2. Continued	on a joint task. 6. Planned Group Guidance	
B.2.3. Elicit and evaluate a given work performance.	1. Discuss examples of several different work performances demonstrated on videotape or film and list the good and bad points of each. 2. Assign each student to observe a work performance of classmates and evaluate the skills observed. 3. Let's Talk About Responsibility (film) 4. Beginning Responsibility (film)	Cain-Levine Social Competency Scale The Pier-Harris Children's Self-Concept Scale
B.2.4. Be able to give and receive constructive criticism in a given work situation in a positive way.	1. List reasons for utilizing constructive criticism in a job situation. 2. List appropriate responses to criticisms experiences on a job. 3. Practice good constructive criticism methods in work situations involving 2 or more students - keep a log of how student responded to criticism (student log). 4. EBCE - Personal/Social Skills (P.S. 2.4.2) 5. Discovering Your Personality: Exploring Your Feelings	Evaluation Form for EBCE, Appendix, page viii. The Piers-Harris Children's Self-Concept Scale
B.2.5. Demonstrate that completion of a group task depends on cooperation as well as individual proficiency.	1. Assign students to work in pairs on various tasks - discuss individual and joint skills needed to accomplish the tasks. 2. EBCE - Career Education (CE 1.1.14) 3. Know Yourself	Evaluation Form for EBCE Appendix, page viii. The Piers-Harris Children's Self-Concept Scale

OBJECTIVE	ACTIVITIES OR MATERIALS	ASSESSMENT
EXPLORATION C.2.1. Take a shared responsibility for success or failure of the work group.	1. Give students a problem that requires 2 or more to solve. Discuss success or failure of solution to problem and why. 2. EBCE - Career Education (CE1.1.14) 3. Have class plan an activity or event during or after school that requires planning and cooperation (dance, fund raiser, open house, talent show).	Cain - Levine Social Competency Scale
C.2.2. Discuss ways to cope with authority in work situations which lead to effective achievement.	1. EBCE - Career Education (CE1.1.16) 2. Discuss and list styles of authority figures (authoritarian vs. participative). 3. List successful ways to cope with different styles of authority figures. 4. Roleplay different authority vs. worker situations.	Evaluation Form for EBCE. Appendix, page viii. Jesness Behavior Checklist
PREPARATION C.2.3. Discuss influence of the expectations of peers upon behavior.	1. Discuss expectations of peers at school and work. List the important expectations to remember in both situations. 2. Adolescent Conflicts: Dealing with Group Pressures	Jesness Behavior Checklist Teacher Observation
D.2.1. Demonstrate sensitivity to the needs of co-workers and supervisors and describe how he/she is important to the satisfaction of these needs.	1. Spaces Between People (film) 2. EBCE - Career Education (CE1.1.16) 3. List needs of workers and supervisors and discuss how a co-worker can assist in meeting those needs.	Evaluation Form for EBCE Appendix, page viii. Jesness Behavior Checklist

Objective	Activities or Materials	Assessment
D.2.1. Continued	4. Have student write out at least one method he/she personally used in a job situation to work cooperatively with a co-worker or supervisor.	
D.2.2. List the sources of power and authority in task situations and describe their effect on the worker.	1. Interview a co-worker on a job site in regard to the authority figure(s) at the site and how that person's style affects the worker and his role. 2. Discuss as a class the role of the teacher vs. students and principal vs. teacher.	
D.2.3. Demonstrate an ability to cope with varying expectations and maintain personal integrity.	1. Stress (book) 2. Conflicts in American Values: Individualism vs. Conformity 3. EBCE - Career Education (1.2.7.)	Jesness Behavior Checklist
D.2.4. Discuss and evaluate the effects of competition and cooperation.	1. Coping with Competition (filmstrip) 2. Let's Work Together (film) 3. Joining Together (film) 4. Human Relations Guide 5. Discuss the pros and cons of both competition and cooperation on a job site. Give examples of situations each student has observed or experienced.	Jesness Behavior Checklist
D.2.5. Discuss and demonstrate skills in conflict resolution.	1. View videotape of 1 or 2 job conflict situations and discuss how to resolve them. 2. Bad Guys - Good Guys (film) 3. Characters in Conflict (film)	Jesness Behavior Checklist

Objective	Activities or Materials	Assessment
D.2.5. Continued	4. EBCE - Career Education (CE1.2.9)	

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GOAL 3: TO DEVELOP DECISION-MAKING SKILLS

Objective	Activities or Materials	Assessment
AWARENESS A.3.1. Discuss how decisions affect self and others.	1. Read selections from the book Cheaper by the Dozen to see how the family makes decisions. 2. Answer the following questions: Do you decide what you'll wear, eat, what games you play and who you'll play with? How do you feel when someone else tells you what to wear, eat, etc.? How do you feel feel when you decide for yourself? 3. Career Education Cassette Activity Book Careers with Jobbo the Clown (grades 1-3) Opportunities for Learning, Inc. 4. Decision-Making, Part II - Students record their impressions of how people feel about decision-making. Career Aids, Inc. 5. Developing Understanding of Self and Others (DUSO) American Guidance 6. Careers and Me TE-206 Opportunities for Learning, Inc. 7. Complete the Making Decisions Checklist found in the appendix. Discuss the following How do your decisions affect yourself and others? Balanced meal - growth, energy and health for fun and helping others Junk food - energy but not helpful in growth or promoting health Clothes that fit - comfort and safety "Any old thing" - maybe comfort and safety Enough sleep - energy and desire to be active Stay up Late - tire easily and grumpy Games - fun and learning No Games - no fun and learning from them	See appendix for Making Decisions Checklist, page ix. Primary Self-Concept Inventory by Douglas Muller, Robert Leonetti

Objective	Activities or Materials	Assessment
A.3.1. Continued	Friends - fun and respect Friends - get into trouble and lack of respect Spending money - wants and needs - happy Spending money - "blows it" - ? Educational and family TV shows - fun and learning Adult shows - lack of sleep and misunderstandings Books - fun and learning No books - no fun or learning from them	
A.3.2. Discuss how choices may change.	1. Read the following poem: When I was one, I had just begun. When I was two, I was nearly new. When I was three, I was hardly me. When I was four, I was not much more. When I was five, I was just alive. But now I am six, I'm clever as clever, So I think I'll be six for ever and ever. A.A. Milne 2. Do you remember when you were one, two? How old was the child in the poem? What things did you like when you were a baby? Four years old? What foods did you like? Did not like? Did you have any favorite words? Clothes? What did you wonder about? Do you like the same thing now as when you were	Discussion serves as assessment

Objective	Activities or Materials	Assessment
A.3.2. Continued	one? Three? Five? What is different in the way you look now? What other things change?	
A.3.3. Discuss consequences of decisions - positive and negative.	1. Roleplay situations that show what happens when you decide to be neat - messy? Plain-fair-cheat? Eat junk food? - Eat balanced meals? Be a Friend? Be alone? Tell the truth? Tell a lie? etc. Discuss the consequences of each roleplay. 2. Career Information Systems of Iowa Elementary - Career activities 3. Decision Making LS 104 Module Relevant Productions, Inc. Decision making is difficult if you don't use a system. Reading Level 2.4.	Discussion of consequence of decisions serves as assessment Primary Self-Concept Inventory by Douglas Muller, Robert Leonetti
A.3.4. Discuss need and frequency of making decisions or choices.	1. Read selections from the back of Cheaper by the Dozen to find out why the family makes decisions and how many decisions they make. 2. List some of the decisions you and your family face. 3. Answer the following questions: Why do decisions need to be made? Who makes most of the decisions in your family? How many decisions face your family in a day, a week? What are some "big" decisions your family makes? How often do you have to make decisions? How long does it take to make a decision? 4. Entering the World of Work - McKnight Publishing Company p. 166	Discussion serves as assessment CAB - Section on Task Performance

Objective	Activities or Materials	Assessment
A.3.5. Understand that decisions have alternatives.	1. Read p. 166 Entering the World of Work - McKnight Publishing Company 2. State a problem that the class may decide. Discuss all the suggested alternatives. How many alternatives were suggested? Do all decisions have several alternatives? 3. Work in small group to suggest alternatives to solve a given problem. Example: Problem, choose what you'd like to be when you grow up. List three careers you might be interested in doing. 4. Careers with Jobbo the Clown Grades (1-3) Opportunities for Learning, Inc. 5. Career Information Systems of Iowa Elementary - Career Activities	Career Adaptive Behavior Inventory Sections on Responsibility and Self-Concept

OBJECTIVE	ACTIVITIES OR MATERIALS	ASSESSMENT
ACCOMODATION		
B.3.1. Budget leisure time, work and home time in ways that achieve individual goals.	1. Keep a record of your leisure time, work (school) time, and time at home for the next week. Record the "times" daily. 2. Read pp. 130-131, 158, Entering the World of Work, McKnight Publishing Company 3. Discuss the following questions: Who helps you decide how you will spend your time? What are the advantages and disadvantages of a schedule? What is involved in setting up a schedule? Are schedules realistic, flexible? Who makes the schedule work? 4. List goals for a specific period of time. Prepare a time schedule to help achieve these goals. Evaluate your time schedule by answering the above questions.	Time schedule and answered questions serve as assessment Project Discovery Select clusters that apply to individual goals. (CAB) - Select areas on interests, leisure time, self-help, Task Performance and those that apply to individual goals.
B.3.2. State and use a decision-making process.	1. View 3M transparencies, No. 25, The Rational Decision-Making Process 2. Read page 166 in Entering the World of Work, McKnight Publishing Company and list the steps to decision-making. 3. Prepare a bulletin board, "Steps to Decision-Making": See appendix for example , page x. 4. Write a case story about "Jane's Problem". Answer the following questions: What is Jane's problem? What goals does she want to reach? What values does she seem to hold? Help her plan a solution to her problem by planning ways to solve it and answer the following questions about each plan: What would be the results of following this plan?	(CAB) - Section on responsibility and Task Performance List of steps to decision-making and use of it in solving problems serves as assessment

Objective	Activities or Materials	Assessment
B.3.2. Continued	Would she reach her goal? What resources would she have to use? Does she have enough of each resource to use this plan? Would the result be worth the cost? Which plan should she choose and why? Do you think she would be willing to live with the results of this plan and why? 5. Making Decisions - PR 123 Module Relevant Productions, Inc. Presents a decision-making system and teaches how to make rational decisions and how to apply the process to the comsumer world. Reading level 4.4 6. Decision Making - LS 104 Module Relevant Productions, Inc., Reading level 2.4 7. Decision Making, Part I - How different people make decisions, a decision-making strategy. Career Aids, Inc.	
B.3.3. Discuss how decisions they make today may affect their future.	1. Think of a decision you made today and list factors that influenced your decision. Answer the following questions: How did you choose these plans? Were the decisions based on part experience, chance, habit, emotion, snap judgement, or some other factor? Give an example of a decision you have made that was based on each of these influences: habit, emotion, past experience, and snap judgement. 2. List decisions you may make now that will affect your future. i.e., doing things well, studying to learn, being truthful, being a friend, being helpful, being neat and orderly, trying new things, spending time with family and choosing a career. How will these decisions affect your future?	CAB - Sections on Responsibility and Task Performance Answer to questions serve as assessment

Objective	Activities or Materials	Assessment
B.3.3. Continued	3. Making Decisions - PR 123 Module Relevant Productions, Inc. 4. Making Decisions - LD 104 Module Relevant Productions, Inc. 5. Entering the World of Work, McKnight Publishing Company, Chapters 4, 6, 9, 10.	

Objective	Activities or Materials	Assessment
EXPLORATION		
C.3.1. State several decisions one will face in the future and describe action strategies.	1. List three decisions you will face in the future. 2. List three alternatives for each decision. 3. State the possible outcome of each alternative. 4. What resources would be needed to reach each goal (decision)? 5. Succeeding in the World of Work - McKnight Chapter 7, 10 and 11. 6. Making Decisions - PR123 Module Relevant Productions, Inc. 7. Career Information System of Iowa Secondary - Career Activities 8. The Rational Decision-Making Process 3M Transparencies No. 25	CAB AAMD Adaptive Behavior Scale School Addition, Part I Action Strategies serve as assessment
C.3.2. List factors beyond one's control which affect career opportunities.	1. Interview the school counselor, parents, another teacher, businessman, and list factors beyond one's control which affect career opportunities. i.e., energy, job availability, training, weather, seasons, law, transportation, etc. 2. Contact the state employment agency to find out number of jobs available and number of applicants. 3. Consult newspaper ads to find out types of jobs available at a given time or season.	List of factors serves as assessment

Objective	Activities or Materials	Assessment
C.3.2. Continued	4. Collect information concerning scholarships, loans, etc. 5. Career Information System of Iowa Secondary-Career Activities and Educational Opportunities 6. Succeeding in the World of Work McKnight Publishing Chapter 2, 7, 18 and 19 7. Occupational Outlook Handbook U.S. Government Printing Office	
C.3.3. List and evaluate sources one may use in career planning.	1. Consult the school counselor, librarian and distributive education teacher to compile a list of resources one may use in career planning. 2. Collect books, pamphlets, filmstrips and other media and review them. Answer the following questions about each: Is it current? Is it on your reading and comprehension level? Is it complete? Is the information general or specific? Does it answer your questions concerning a specific career? Is it expensive, free? Is it convenient to use? 3. The Job Box Fearon Publishers 4. Occupational Outlook Handbook Dictionary of Occupational Titles U.S. Government Printing Office	List serves as assessment

Objective	Activities or Materials	Assessment
C.3.3. Continued	5. Succeeding in the World of Work McKnight Publishing Company, Chapters 2 and 7	
C.3.4. Discuss how the management of personal resources (talents, time, money) affects the achievement of life goals.	1. List steps of management process: planning, controlling, and evaluating. 2. View the 3M transparencies, No. 25, The Rational Decision-Making Process, to review the management process 3. Develop a bulletin board showing the elements and steps involved in the management process. See appendix for bulletin board ideas, page xi. 4. Discuss what happens if you do not plan for spending money, use of time or talents? What may result if you do plan for spending money, use of time or talents? 5. See appendix for the article, My Husband and I Never Argue About Money. Answer the following questions: How did this couple handle their budget? Was it successful for them? Discuss problems that may arise when there is no spending plan. Appendix, pages xi - xiv. 6. See appendix for article, I've Found A Schedule That Really Works. Where are her values and goals? Do you agree with her ideas? Why or why not? What are some of the problems that may arise when there is no time schedule? Appendix, pages xv - xviii. 7. Succeeding in the World of Work McKnight Publishing Company, Chapters 1, 6, and 10	Discussion serves as the assessment.

Objective	Activities or Materials	Assessment
PREPARATION		
D.3.1. Write a career plan with built-in alternatives that will enable one to pursue a career role which will fulfill personal needs and values.	1. List personal needs and values. 2. State career role you wish to pursue. 3. List resources needed to prepare for career. 4. List steps to follow in order to reach career goal. 5. List alternatives which could be followed in order to reach career goal. 6. Invite school counselor to assist in writing a career plan. 7. Vocational Decision - QE-DE 10 Opportunities for Learning, Inc. 8. Exploring Careers Opportunities for Learning, Inc. 9. Succeeding in the World Of Work, McKnight Publishing Company 10. Career Information System of Iowa Secondary-Career Activities	TAP VALPAR AAMD - Becker
D.3.2. Demonstrate responsibility for making career choices.	1. Select a career. 2. Apply for a job. Search for job opportunities. 3. Determine requirements for job or career in which you're interested. 4. Obtain references.	Talent Assessment Program (TAP) CMI VALPAR Component World Sample Series

Objective	Activities or Materials	Assessment
D.3.2. Continued	5. Determine cost of training or education for chosen occupation, potential problems, sources of financial help. 6. Consider future for you in specific job. 7. Career Education Cross Reference Catalog - EBCE 8. Career Information System of Iowa Secondary-Career Activities 9. Succeeding in the World of Work, McKnight Publishing Company	

GOAL 4: TO EXPLORE CAREER-SCHOOL AND WORK MEANINGS, LIFESTYLE OPTIONS AND VALUES.

OBJECTIVE	ACTIVITIES OR MATERIALS	ASSESSMENT
AWARENESS		
A.4.1. Demonstrate knowledge about occupations, skill and career lifestyle alternatives of home, school and community members.	1. Visit places of work in the community. (eg. post office, factories, hospitals) 2. Simulate roles of various workers. 3. Make flash cards listing occupations. Write a question about the occupation on the back. 4. Play the game "What's My Line?" 5. Book Looking at Me, McGraw Hill 6. Book Discovering Others, McGraw Hill 7. Economics Curriculum Guides for Grades 1-3 and 4-6. 8. Social Studies Book 2, Hayes, Ditto Masters. 9. Children's World's Resource Area and Home Community, AEA #5, LRC Library Kit Catalog. 10. Careers, AEA #5, Library Kit Catalog	Assessment based on student contributions to teacher directed activities.
A.4.2. List requirements of different occupations.	1. List duties of specific job requirements using the Job Box, Fearon, Inc. 2. Investigate skill levels required for a job. 3. Use various job related films from Learning Resource Center. 4. Visit job sites for class field trips.	Assessment based on student contributions to teacher directed activities.

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Objective	Activities or Materials	Assessment
A.4.3. Discuss non-stereotyped sex and work role concepts.	1. List ten different occupations on the board. Discuss how either a man or woman might do the same occupation. 2. Invite community resource people that might work in a non-traditional work role job to explain their jobs.	Assessment based on student contributions to teacher directed activities.
A.4.4. Distinguish between work and leisure activities.	1. Have students answer questions relating to work and play. 2. Describe work of family members and other individuals. 3. Contributes to classroom and home activities.	Assessment based on student contributions to teacher directed activities.
A.4.5. Discuss how the role of a student is like an adult worker.	1. Discuss with class why it is important to: a. work independently b. show pride in good workmanship c. accept responsibility d. develop positive attitudes toward work e. get along with other people	Assessment based on student contributions to teacher directed activities.
ACCOMODATION		
B.4.1. Discuss how career choice influences lifestyles and vice versa.	1. Construct a circle graph of income levels of three choices of average career cluster incomes. Include housing, car costs, utilities, groceries, clothing, insurance, recreation, and hobbies.	Have students choose a career that would afford them the lifestyle they think they would need.
B.4.2. Compare given work situations with the capability of various lifestyles.	1. Have students survey the room or grade level to determine different occupational roles held by parents. Ask questions as to how different occupations affect lifestyles for the family. 2. Invite parents to the class to tell about their occupations and how occupations affect lifestyles.	Assessment based on student contributions to teacher directed activities.

Objective	Activities or Materials	Assessment
B.4.3. Discuss how work roles are affected by cultural and technological change.	1. Obtain information from Job Service of Iowa, Occupational Outlook Handbook, concerning job projections for the future. Discuss with class jobs that have become obsolete due to technology and jobs that will be in demand for the future. 2. Have student groups prepare posters of jobs with a future.	Have student list three jobs which have become obsolete and list three jobs for which there is a projected demand in the future.
EXPLORATION		
C.4.1. Identify requirements for entry and success in various career roles of paid and nonpaid work.	1. Use the Career Information System of Iowa (CISI). 2. Have community resource people speak to class concerning the requirements at a job. 3. Have student explore a site in Experienced Based Career Education. 4. Read about a chosen occupation using available information in the guidance office, classroom, etc. 5. The Job Box 6. Real People At Work	TAP, VALPAR Interested Inventories, Janus EBCE Orientation Activities
C.4.2. Relate the quality of education, training and experience to the degree of preparation for careers and occupations.	1. The student will inquire of a chosen community resource person what part education and training has played in his/her career development. 2. The student can inquire at Job Service of Iowa or personnel offices as to how and what kinds of education and training affect the career development of employees.	Have student report information he/she has learned to the teacher.

Objective	Activities or Materials	Assessment
C.4.2. Continued	3. Read Chapters 18 and 19 of Succeeding in the World of Work	Check questions answered at the end of each chapter.
C.4.3. Discuss how participation in school and community organizations affect one's lifestyle.	1. Have students brainstorm about different activities and organizations a person might get involved with at school, list these on the chalkboard. 2. Invite leaders of community clubs and organizations to the classroom to explain their functions in the community, such as Rotary, Lions, Hobby Clubs, Beef Producers, etc.	Have students choose three activities or organizations they might be interested in joining, write down activities and determine the amount of time each activity would involve on a weekly, monthly, yearly basis. Have students list three community clubs or organizations they might be interested in joining.
PREPARATION		
D.4.1. Name available social, political, and service organizations to which one can contribute.	1. Discuss with class the available social, political and service organizations available in their community.	Have students do a teacher prepared matching worksheet of organizations and their functions.
D.4.2. Name leisure opportunities related to career plans.	1. The student with the aid of a community resource person, will interview several people doing a specific job to identify their lifestyle and leisure time. Interview questions could include: working hours (time of day or night, number of hours, days of the week), required dress, days off, fringe benefits, salary and educational requirements, hobbies.	Succeeding in the World of Work pp. 82 and 83, McKinight Pub. Co. Career Values: What Really Matters to You (filmstrip cassette Parts 1-5) Guidance Associates
D.4.3. Discuss the social roles and social demands often expected for successful performance in preferred career roles.	1. The student with the aid of a community resource person will participate in break time or lunch time at the job site to observe social demands made of workers.	Experienced Based Career Education, Student Career Guide Values Section

Objective	Activities or Materials	Assessment
D.4.3. Continued	2. Student will discuss with a community resource person special social demands such as annual company parties and tours through the work site.	

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GOAL 5: TO CLARIFY SCHOOL AND WORK MEANINGS AND VALUES.

Objective	Activities or Materials	Assessment
AWARENESS		
A.5.1. Describe the contributions of different workers to the well being of society and community.	1. Discuss with students how different occupations contribute to the well being of society and how they affect our standard of living. 2. Use Peabody Language Development Kit Occupation Cards.	Assessment based on student contributions to teacher directed activities.
A.5.2. Discuss expanding career roles of men and women.	1. Discuss with students how men and women may pursue careers traditionally thought to be restricted to one sex. 2. Invite community resource people to speak to class that might be in a non-traditional occupation.	Assessment based on student contributions to teacher directed activities.
A.5.3. Discuss relationship of skills learned in school to those which may be used in future career goals.	1. Discuss with students how skills learned in school will help students in preparation for future employment.	Assessment based on student contributions to teacher directed activities.
ACCOMODATION		
B.5.1. Describe how career roles of men and women interact with family life.	1. Prepare an occupational family tree for different students and focus discussion on what might cause some families to follow some career interests while others might follow something entirely different. 2. Construct a "Wheel of Family Jobs" using cooperation as a key idea in the center of the wheel and in outer sections use such items as: cleaning house, washing clothes, yard work, cooking, Dad or Mom as wage earners, etc.	Assessment based on student contributions to teacher directed activities.

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Objective	Activities or Materials	Assessment
B.5.2. Describe how paid and non-paid work can provide personal satisfaction.	1. Discuss with students the numerative aspects of work. 2. Invite discussion from the students concerning their main reasons for wanting to work. 3. Discuss the possibility of making friends on the job. 4. Discuss reasons why being employed allows one to value one's self.	Assessment based on student contributions to teacher directed activities.
EXPLORATION		
C.5.1. Discuss how learning in school, paid and non-paid work, and leisure activities relate.	1. Have students interview a community resource person about how schooling has affected their job choice and how their job choice has affected what they do with their time off. 2. Share the interviews with the class and invite discussion.	Experienced Based Career Education, Student Career Guide, Values Section
C.5.2. Describe how the paid and non-paid work contributions of men and women affect society.	1. Discuss with class how many different occupations affect our lives. 2. Make a list of twenty occupations on the board, discuss problems that might occur if these occupations did not exist. Be sure to include both paid and non-paid contributions.	Assessment based on student contribution to teacher directed activities.

Objective	Activities or Materials	Assessment
PREPARATION		
D.5.1. Discuss the intedependency of all workers in contributing to the well being of society.	1. Discuss with class how jobs are interrelated at the factory, the community, the country as a whole. 2. Study job clusters and discuss how jobs are more specifically related. 3. Use Dictionary of Occupational Titles, U.S. Government Printing Office	Prepare teacher made worksheets matching jobs to job clusters.
D.5.2. Discuss awareness of the issues of worker alienation and efforts to redesign jobs for greater satisfaction.	1. Have students read Chapter 4 in Succeeding in the World of Work, McKnight Publishing Company. 2. Have students read Chapter 16 in Career Perspective: Your Choice of Work. 3. Discuss proper ways to change from one job to another.	Have students list ways to identify work alienation.

GOAL 6: TO ACQUIRE THE SKILLS NECESSARY TO CARRY OUT CAREER PLAN UPON HIGH SCHOOL EXIT.

OBJECTIVE	ACTIVITIES OR MATERIALS	ASSESSMENT
AWARENESS		
A.6.1. Within five minutes read and correctly answer 4 out of 5 questions on a 100 word article at the ___ grade level.	1. Basal Reading Series 2. High Interest Low Vocabulary Books 3. Read a story and draw a picture to go with it. 4. Practice Dolch words and keep a chart to show improvement. 5. See Brigance materials	Brigance Inventory of Basic Skills II B-2 Brigance Essential Skills C-1 to C-9
A.6.2. Read and tell the meaning of direction words.	1. Teacher gives definition of the word and student selects appropriate word from a list. 2. Make a crossword puzzle on graph paper. 3. Make word searches. 4. Make flash cards. 5. Play BINGO with the words. 6. Play Climb the Ladder. Words are written on a ladder drawn on the board. Climb by saying the words correctly. 7. Play Baseball using flashcards. 8. Play Riddle Game. Answers are from word list. 9. Chart progress of students. 10. Construct a football field on the bulletin board. For each word said correctly with an	Brigance Inventory of Basic Skills II A-3

Objective	Activities or Materials	Assessment
A.6.2. Continued	acceptable definition, move 10 yards ahead. 11. See Brigance Materials 12. Follow a recipe 13. Teacher writes daily activities on board for student to follow. 14. Have each student write five directions for another member of the class to follow.	
A.6.3. Write sentences using appropriate structure, punctuation, and capitalization.	1. Proof read teacher's work for errors. 2. Find capitalization and punctuation errors on a worksheet. 3. Play a game where teacher reads a sentence and student stands up when a word is capitalized. 4. Leave out punctuation in a story or paragraph for student to add. 5. Give the students a list of sentence fragments. Have students add words to make them meaningful. 6. See Brigance Catalog 7. Select a picture and write a sentence about it. 8. Write a sentence on a slip of paper that gives a direction to follow. Put everyone's in a hat and take turns following the directions. 9. Write a sentence a day in a journal.	Brigance Inventory of Basic Skills II B-1, B-2, B-3. Brigance Essential Skills H-3, H-4, H-5

Objective	Activities or Materials	Assessment
A.6.4. Answer 20 addition and subtraction facts within 3 minutes.	1. Flash cards. 2. See Brigance Materials.	Brigance Inventory of Basic Skills IV C-1, C-3 Brigance Essential Skills M-1, M-2
A.6.5. Solve word problems using regrouping in addition and subtraction.	1. See Brigance Materials.	Brigance Essential Skills K-2
A.6.6. Give the total value for collections of coins and dollar bills up to $5.00.	1. Teach counting of pennies by 1's, nickels by 5's, dimes by 10's and quarters by 25's. 2. Using play or real money practice counting small sums of coins using various combinations of coins. 3. Match coins with the price of a purchased item: a. under $1.00 b. up to $5.00 4. See Brigance Materials 5. Money Skills, Arrowhead LRC Kit Catalog.	Brigance Inventory of Basic Skills IV D-2 Brigance Essential Skills R-2
A.6.7. Complete a school information form.	1. Obtain and/or make simple forms for students to practice completing: a. Library cards b. Emergency information card for school	Brigance Inventory of Basic Skills III A-3 Brigance Essential Skills I-1
A.6.8. Demonstrate mastery of basic speaking and listening skills.	1. Act out "good" and "bad" conversationalists in role playing situations. (e.g., "Polite Polly", "Blabbermouth Bill", "Silent Sam", and "Interruption Imogene".) 2. Practice using eye contact with peers and teachers while talking.	Brigance Inventory of Basic Skills 10, 11, 14 Brigance Essential Skills Z-1, Z-3

Objective	Activities or Materials	Assessment
A.6.8. Continued	3. Pantomine different body expressions so that other students can tell what the body is saying. 4. Practice listening to and repeating or following directions. 5. Listen to various presentations both live and on audio-visual media and practice determining main idea and important details. 6. Have students list behaviors necessary for good listening. Examples: sit in a comfortable position, have a clear view of who is speaking, do not interrupt speaker. 7. Practice various introductions: a. two persons equal in age and sex b. older man to younger woman c. man to woman d. self to prospective employer e. self to new co-worker f. student to a group 8. Practice giving directions on how to: a. make a sandwich b. play a game c. go to the store	
A.6.9. Tell time.	1. Telling Time Skills, Arrowhead LRC Kit Catalog 2. Have each student make a clock to practice with. 3. See Brigance Materials. 4. Have students set a real clock to times teacher indicates.	Brigance Inventory of Basic Skills IV D-5, D-6, D-7, D-8, D-9

Objective	Activities or Materials	Assessment
A.6.10. Use a ruler to measure to 1/8 inch.	1. Use ruler to measure objects in the room to the nearst inch, half inch, quarter inch, eighth inch. 2. Have students practice drawing and measuring various length lines. 3. See Brigance Materials.	Brigance Inventory of Basic Skills IV D-18 Brigance Essential Skills R-11
A.6.11. Copy and cut out simple figures.	1. Trace templates for circle, square, triangle, cross and cut out. 2. Trace dotted line shapes and cut out. 3. Draw shapes free hand and cut out.	VMI Brigance Inventory of Basic Skills I, 3
A.6.12. Identify 10 different jobs and describe duties of each.	1. Identify various occupations. 2. Describe differences between jobs. 3. Peabody Language Development Kits, #P, #1, #2, #3 - Occupation Cards 4. Community Workers and Helpers (Brigance Materials, Arrowhead LRC, #91006) 5. World of Work - Lollipop Dragon, Arrowhead LRC, Kit Catalog. 6. Films from Arrowhead LRC Film Catalog: Community Helpers Overview Community Helpers Firefighters Community Helpers Medical and Health Community Helpers Police Officers Community Helpers Postal Workers Community Helpers School Workers Community Helpers Street and Santitation Department Workers Community Helpers Utility Workers	

Objective	Activities or Materials	Assessment
ACCOMODATION		
B.6.1. Within 5 minutes, read and correctly answer 4 out of 5 questions on a 100 word article at the ___ grade level.	1. Basal Reading Series. 2. High-Interest Low Vocabulary Books. 3. Read stories to younger children. 4. See Brigance Materials.	Brigance Inventory of Basic Skills II, B-2 Brigance Essential Skills C-1 to C-9
B.6.2. Read a list of abbreviations.	1. Circle abbreviations from copies of want ads, cookbooks, magazines, telephone books and tell meaning. 2. Match abbreviations to complete word. 3. Practice writing days and dates with abbreviations.	
B.6.3. Write a 5-10 sentence paragraph using the appropriate structure, punctuation and capitalization.	1. Write a newspaper article using who, what, when, where, how. 2. Write a newspaper advertisement for a given product. 3. Keep a journal and record observations, feelings, comments of life. 4. Write a set of directions telling how to do something such as sharpen a pencil or blow up a balloon. Then have the student read his/her directions outloud while another student follows them. 5. Write a story that will connect 3 pictures the teacher has selected. 6. Give students paragraphs to proof read that have no capitalization.	Brigance Inventory of Basic Skills III, B-1, B-2, B-3 Brigance Essential Skills H-3, H-4, H-5

Objective	Activities or Materials	Assessment
B.6.3. Continued	7. Give students paragraphs to proof read that have no punctuation. 8. Give students paragraphs to proof read that have irrelevant sentences in them. 9. Give students the beginning of a mystery story and have them finish it. 10. Given a group of scrambled sentences, the students will arrange them correctly to make a paragraph.	
B.6.4. Answer 20 multiplication and division facts within 3 minutes.	1. Flash cards. 2. Keep a daily graph showing numbers of facts said in 90 seconds each day. 3. See Brigance Materials.	Brigance Inventory of Basic Skills IV, C-5, C-7 Brigance Essential Skills, M-3
B.6.5. Solve word problems using regrouping in multiplication and division.	1. See Brigance Materials.	Brigance Essential Skills, K-2
B.6.6. Will make change for purchases under $20.00 using fewest amount of coins and bills.	1. Using an item costing less than 10¢, demonstrate counting change and then have the student count the change back. Progress to 25¢, 50¢, 75¢ and $1.00. 2. Demonstrate counting change with bills. (e.g., $1, $5, $10, $20). Have student practice counting change using bills and coins. 3. Set up a classroom store. Purchase items and have the student count back the change. 4. See Brigance Materials.	Brigance Inventory of Basic Skills IV, D-4 Brigance Essential Skills, H-3

OBJECTIVE	ACTIVITIES OR MATERIALS	ASSESSMENT
B.6.7. Complete a simple job application form.	1. Film - Your Job: Applying For It, Arrowhead LRC Film Catalog 2. Film - Job Hunt, Arrowhead LRC Film Catalog 3. Have students practice completing simple job application forms from local businesses and firms that mainly hire teenagers.	Brigance Essential Skills, V-12
B.6.8. Demonstrate mastery of telephone skills.	1. Locate family name in local phone directory. 2. Compile a class telephone directory. Include names, addresses and phone numbers. 3. Locate emergency numbers and make a list to post by the phone. 4. Locate appropriate businesses in the yellow pages. 5. Select a place to eat using the yellow pages. 6. Call information, local and long distance. 7. Practice dialing local and long distance numbers. 8. Using play phones, practice good phone manners. a. ask for party you wish to speak to b. identify self c. relate message or get necessary information d. sign off e. answer phones in appropriate manner 9. Demonstrate the use of the following telephones: a. dial b. pushbutton c. pay	Brigance Essential Skills, 2-5

Objective	Activities or Materials	Assessment
B.6.8. Continued	10. Practice placing the following types of calls: a. station to station (direct dialing) b. station to station (through operator) c. person to person d. coin calls e. collect f. toll free g. credit card	
B.6.9. Write dates and demonstrate general knowledge of the calendar.	1. Have students make a bulletin board showing 4 seasons and list dates of seasons and the holiday in each. 2. Have students practice locating holidays on the calendar. 3. Have students make a calendar each month. 4. Have the students practice writing the date numerically and using abbreviations. 5. See Brigance Materials.	Brigance Inventory of Basic Skills IV, D-15, D-16 Brigance Essential Skills, R-8, R-9, R-10
B.6.10. List equivalent linear measurement units such as foot, yard, mile.	1. Play riddle game with linear measures. Ask child riddle such as, "I am a book, road, table, room, etc. What will you measure me by? Student responds with appropriate units. 2. Play a guessing game to estimate dimensions of various objects in the room. Have student check estimates with measuring tools. 3. See Brigance Materials.	Brigance Inventory of Basic Skills IV, D-19, D-20 Brigance Essential Skills, R-12, R-13

OBJECTIVE	ACTIVITIES OR MATERIALS	ASSESSMENT
B.6.11 Copy complex drawings	1. Draw figures on board for students to copy. Ex. - a cat made of two circles and triangles for ears, a house made of squares, rectangles and triangles. Increase difficulty of drawings.	VMI
B.6.12 List examples of jobs for each of the eight career clusters and requirements for each job. See Appendix, xix.	1. Make a bulletin and divide into eight sections and label each section with a career cluster. Have students find pictures from magazines to show examples of jobs in each area. 2. Covering one career cluster at a time, make a chart on the chalkboard and have students list jobs and their requirements. Example of chart: Job | Physical Characteristics | Intellectual/ Emotional Characteristics | Schooling | Experience	Teacher made quiz or observation during activities
EXPLORATION		
C.6.1. Within five minutes, read and correctly answer 4 out of 5 questions on a 100 word article at the _____ grade level.	1. Answer factual questions about a short selection read orally. 2. Find answer to who, what, when and where questions in a story. 3. Identify story elements: characters, setting, time, plot. 4. Place details of story in correct sequence. 5. Draw pictures to illustrate details of a selection read. 6. Teacher asks students questions before they read a passage to direct their reading.	Brigance Inventory of Basic Skills II B-2 Brigance Essential Skills C-1 to C-9

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Objective	Activities or Materials	Assessment
C.6.1. Continued	7. Skim article to find specific information. 8. Read a newspaper article and summarize as if student were a broadcaster on a radio news program. 9. See Brigance Materials.	
C.6.2. Read and defind a list of abbreviations related to employment. See Appendix, xx)	1. Select abbreviations out of help wanted ads and write out full word. 2. Practice writing your own want ads.	Brigance Essential Skills V-10
C.6.3. Address an envlope and write a personal letter.	1. Make a letter box to deposit letters to members of the class. 2. Write thank you notes after a field trip. 3. Correspond with penpals from another special class in another town. 4. Make stationary and write letters with it. 5. Write letters of invitation for a special class function. 6. Write letters asking for information and free articles. 7. See Brigance Materials.	Brigance Essential Skills H-6, H-7
C.6.4. Add, subtract, multiply and divide mixed fractions.	1. See Brigance Materials. 2. Do practice problems on chalkboard	Brigance Inventory of Basic Skills IV C-9, C-10, C-12, C-13 Brigance Essential Skills O-6, O-7, O-8, O-9

Objective	Activities or Materials	Assessment
C.6.5. Solve word problems, using mixed fractions.	1. Figure interest on loans. 2. See Brigance Materials.	Brigance Essential Skills K-12
C.6.6. Manage a checking account.	1. Obtain practice checking account packets from local bank and have each student live on a budget for a month. 2. Make up checking account statements that students can practice balancing.	Brigance Essential Skills W-7
C.6.7. Complete application for a social security card and a complex job application.	1. Collect sample forms from Social Security and local businesses and complete. 2. Ask for and organize personal references. 3. Develop a personal data card that can be carried in wallet and include such information as schools attended and years, references, etc.	Brigance Essential Skills V-9, V-10, V-13
C.6.8. Interview for a job.	1. Practice mock interviews in class. 2. Have a guest do mock interviews with students. 3. Have students brainstorm and make a list of good interview qualities. 4. Videotape mock interviews and have students critique them. 5. Janus Job Interview Kit 6. Film - Job Interview: I Gue s I Got The Job, Arrowhead LRC Film Catalog 7. Film - The Job Interview Pro Bowl, Arrowhead LRC Film Catalog.	Brigance Essential Skills V-14, V-16

Objective	Activities or Materials	Assessment
C.6.9. Figure time duration such as for payroll.	1. Have students compare two clocks and figure time duration. 2. Have students figure amount of time worked between two times written on chalkboard. 3. Give students starting time of a job, number of hours worked, length of lunch and have them figure what time to get off work. 4. See Brigance Materials.	Brigance Inventory of Basic Skills IV D-12, D-13
C.6.10. Perform measurements pertaining to cooking.	1. Have students practice measuring sand or water with measuring cups or spoons. 2. Have students make recipes that call for a lot of measuring. 3. Demonstrate how to measure sifted flour, brown sugar, liquids, and shortening.	Brigance Inventory of Basic Skills IV, D-2, D-22, D-23, D-24 Brigance Essential Skills, O-4
C.6.11. Analyze strengths and weaknesses for jobs based on aptitudes.	1. The students will read the DOT, Vol. II, p. 653 to determine the way in which required aptitudes for a stated job description are coded in the DOT. 2. The student will discuss results of their aptitude testing with the work study teacher or the school counselor. 3. The student will discuss their aptitudes for specific jobs within a career cluster with three employees or with three employers who hold that kind of job.	VALPAR GATB NATB
C.6.12. Take a job interest inventory and successfully explore three job sites based upon aptitude and interest.	1. The student will discuss the results of aptitude and interest inventories with a work experience instructor on a counselor and select three job sites to explore.	Brigance Essential Skills, V-4 V-7 Reading - Free Vocational Interest Inventory

OBJECTIVE	ACTIVITIES OR MATERIALS	ASSESSMENT
	2. Interview three employees who are happy in their jobs and determine how they arrived at their jobs. 3. Student will interview several employers and personnel managers to find out what can be done to avoid job termination. 4. Student will make a list of jobs he would not be suitable for and list reasons.	
PREPARATION		
D.6.1. Answer questions about help wanted advertisements.	1. Practice locating help wanted ads in various newspapers. 2. List abbreviations found in ads and write complete word next to it. 3. Have individual students locate five jobs which they could apply for and have students identify appropriate way in which to apply for each job: a. phone b. letter c. in person	Brigance Essential Skills, V-11
D.6.2. Read and define vocabulary related to chosen career cluster. See Appendix xxi - xxiv)	1. List career cluster areas one at a time on the chalkboard and have students spend 20 - 30 minutes brainstorming on vocabularly related to that cluster. Have students make a copy of the list and have them interview and observe at job sites to add more words to the list. Compare list.	Brigance Essential Skills, X-3 X-4, Y-1, Y-2, Y-3, Y-4, O-1, O-2

Objective	Activities or Materials	Assessment
D.6.2. Continued	2. Have students read books about different career clusters or specific jobs and have them list vocabulary specific to that career cluster.	
D.6.3. Address an envelope and write a business letter.	1. Give students copies of three business letters and have students compare them and determine the basic components of a business letter. 2. Have students practice writing business letters. 3. Have students practice writing envelopes and looking up zip codes. 4. Have students write letters to personnel offices inquiring about jobs.	Brigance Essential Skills, H-6
D.6.4. Perform computational problems involving decimals and percents, and be able to interchange numbers from fractions to decimals and percents.	1. Have students use the stock market page of a newspaper to convert fractions into decimals and decimals into percents. 2. Use decimal fractions to figure savings on sale items as advertised in a newspaper or catalog. 3. See Brigance Materials.	Brigance Essential Skills, P-3, P-6, Q-1 to Q-4 Brigance Inventory of Basic Skills IV, C-14, C-15, C-16, C-17
D.6.5. Solve word problems using decimals and percents.	1. See Brigance Materials.	Brigance Essential Skills, U-2
D.6.6. Compute the interest on loans.	1. Call a local bank to get the current interest rates on: home loans new cars used cars money	Brigance Essential Skills, W-8

Objective	Activities or Materials	Assessment
D.6.6. Continued	2. Make up problems in class and use the interest rates from above. 3. See Brigance Materials.	
D.6.7. Complete a variety of application forms.	1. Teacher should compile a variety of applications for students to complete: a. food stamps b. Vocational school application c. credit card d. unemployment 2. Application Blanks and Identification Cards, Frank E. Richards Publishing Company	Brigance Essential Skills, V-6, V-14, V-22, V-23, W-10, X-5
D.6.8. Use a newspaper to locate jobs, housing, sales.	1. Read classified ads in local newspaper for rental apartments and homes; call and make further inquiries on appropriate ones. 2. Invite a local relator to speak to class about helping people locate homes. 3. Have students make a bulletin board showing factors to be considered when selecting a place to live (location, conditions, quality, safety, price, etc.) 4. The student will clip ten advertisements from local newspaper and figure the amount of savings he/she could garner if the items were purchased at sale prices. 5. The student will locate "specials" of the week at grocery, clothing, and furniture stores in featured ads in the newspaper. 6. The student will identify five jobs under the classified ad section in the newspaper for which he/she could become qualified.	Brigance Essential Skills, V-10, V-11

OBJECTIVE	ACTIVITIES OR MATERIALS	ASSESSMENT
D.6.9. Read and comprehend payroll deductions.	1. Interview a bookkeeper and make a list of common payroll deductions and define them. 2. Make a bulletin board showing the stub half of a check and give explanations. 3. Make a crossword puzzle using payroll deduction words and definitions.	Brigance Essential Skills, V-21
D.6.10. Convert recipes to different servings.	1. Rewrite a recipe doubling it. 2. Rewrite a recipe halving it. 3. Have each student bring in a favorite recipe from home and figure out how to make it to serve 25 people.	Brigance Essential Skills, Y-5
D.6.11. Select and take classes appropriate to career interest areas such as typing, shop, welding, home economics, speech, etc.	1. The student should meet with counselor to determine appropriate electives based upon aptitude and interest. A long-range elective plan should be established early in the high school career and reviewed yearly. 2. The student should interview employees in their career interest area to find out what electives they feel are important. 3. Use the Occupational Outlook Handbook to determine and/or identify appropriate training or education for three careers in which student is interested in.	Counselor and/or employer and/or training school personnel evaluation - has high school prepared student for a job or to the point where student is ready to be trained for a job?
D.6.12. Start vocational training or make a training plan for post high school.	1. Use the Occupational Outlook Handbook to determine and/or identify appropriate training or education for career in which student plans to pursue. 2. The student will check on prices sited by various institutions which offer appropriate training.	Teacher and student evaluation - does student have a workable career plan in order before completion of high school?

Objective	Activities or Materials	Assessment
D.6.12. Continued	3. The student with the aid of a guidance counselor will estimate total cost of training or education. Costs may include: lodging, food, transportation, equipment, books, tuition and spending money. 4. The student will visit with a Job Service employer to determine the immediate future for someone in the specific job the student wishes to train in.	

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APPENDIX

GOAL I

OPEN-ENDED QUESTIONAIRE

Directions: Complete the following phrases by writing student responses or by observing student behavior.

Name _____ Date _____ Age _____

1. I am happy when
2. When I am happy, I treat others

3. I am sad when
4. When I am sad, I treat others

5. I am angry when
6. When I am angry, I treat others

7. I am secure when
8. When I am secure, I treat others

9. I am afraid when
10. When I am afraid, I treat others

11. When someone makes fun of me, I
12. When someone praises me, I

13. I hate

14. I love

PERSONAL CHECKLIST

Directions: Check the column that best describes the child named.

Name: _____ Date: _____ Height: _____

Weight: _____ Age: _____

	SELDOM	SOMETIMES	USUALLY
1. Appearance:			
Appropriately dressed			
Neat and Clean			
Alert			
Health problems: (describe)			
2. Self-Confident			
3. Interested in Others			
4. Works well with others			
5. Uses appropriate manners			
6. Makes acceptable contributions to class			
7. Works independently			
8. Listens in group situations			
9. Follows directions			
10. Respects authority			
11. Plays well with others			
12. Begins and finishes work promptly			

Forced Choice Values Test[1]

Directions: Circle the number opposite the one statement in each pair which most appeals to you. You must choose one number in each pair of items.

1--to be reasonably sure about the future for myself and my family.
12--to do things well.

3--to have people think well of me.
5--to have as much freedom as possible to do things I want to do.

11--to have as many good things as possible.
12--to do things well.

6--to do new and different things often.
11--to have as many good things as possible.

7--to have friends.
10--to have things neat, orderly and organized.

6--to do new and different things often.
8--to create an atmosphere that makes for satisfying family living.

3--to have people think well of me.
9--to do what is right according to my beliefs.

8--to create an atmosphere that makes for satisfying family living.
10--to have things neat, orderly and organized.

4--to do things for my family and others.
11--to have as many good things as possible.

10--to have things neat, orderly and organized.
12--to do things well.

2--to have influence with people.
11--to have as many good things as possible.

4--to do things for my family and others.
10--to have things neat, orderly and organized.

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[1]Reprinted by permission from Teaching Topics from Institute of Life Insurance and Health Insurance Institute, Vol. 19, No. 2, Spring, 1970, pp. 7-8, 11. Adapted by Teaching Topics from a test developed by Mrs. Doris Dyer for use in a M.A. thesis, Department of Home Management and Child Development, Michigan State University, East Lansing, Michigan, 1962.

2--to have influence with people.
12--to do things well.

4--to do things for my family and others.
12--to do things well.

4--to do things for my family and others.
7--to have friends.

5--to have as much freedom as possible to do things I want to do.
8--to create an atmosphere that makes for satisfying family living.

2--to have influence with people.
3--to have people think well of me.

7--to have friends.
8--to create an atmosphere that makes for satisfying family living.

5--to have as much freedom as possible to do things I want to do.
12--to do things well.

3--to have people think well of me.
11--to have as many good things as possible.

6--to do new and different things often.
12--to do things well.

9--to do what is right according to my beliefs.
12--to do things well.

1--to be reasonably sure about the future for myself and my family.
10--to have things neat, orderly and organized.

3--to have people think well of me.
8--to create an atmosphere that makes for satisfying family living.

5--to have as much freedom as possible to do things I want to do.
6--to do new and different things often.

6--to do new and different things often.
10--to have things neat, orderly and organized.

1--to be reasonably sure about the future for myself and my family.
5--to have as much freedom to do things I want to do.

3--to have people think well of me.
6--to do new and different things often.

5--to have as much freedom as possible to do things I want to do.
7--to have friends.

10--to have things neat, orderly and organized.
11--to have as many good things as possible.

2--to have influence with people.
4--to do things for my family and others.

8--to create an atmosphere that makes for satisfying family living.
9--to do what is right according to my beliefs.

8--to create an atmosphere that makes for satisfying family living.
12--to do things well.

4--to do things for my family and others.
5--to have as much freedom as possible to do things I want to do.

9--to do what is right according to my beliefs.
11--to have as many good things as possible.

1--to be reasonable sure about the future for myself and my family.
2--to have influence with people.

9--to do what is right according to my beliefs.
10--to have things neat, orderly and organized.

6--to do new and different things often.
7--to have friends.

4--to do things for my family and others.
6--to do new and different things often.

2--to have influence with people.
5--to have as much freedom as possible to do things I want to do.

4--to do things for my family and others.
8--to create an atmosphere that makes for satisfying family living.

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10--to have things neat, orderly and organized.

7--to have friends.
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11--to have as many good things as possible.

3--to have people think well of me.
10--to have things neat, orderly and organized.

2--to have influence with people.
8--to create an atmosphere that makes for satisfying family living.

3--to have people think well of me.
4--to do things for my family and others.

2--to have influence with people.
6--to do new and different things often.

2--to have influence with people.
10--to have things neat, orderly and organized.

6--to do new and different things often.
9--to do what is right according to my beliefs.

1--to be reasonably sure about the future for myself and my family.
6--to do new and different things.

3--to have people think well of me.
7--to have friends.

7--to have friends.
11--to have as many good things as possible.

2--to have influence with people.
7--to have friends.

4--to do things for my family and others.
9--to do what is right according to my beliefs.

5--to have as much freedom as possible to do things I want to do.
11--to have as many good things as possible.

1--to be reasonably sure about the future for myself and my family.
7--to have friends.

3--to have people think well of me.
12--to do things well.

1--to be reasonably sure about the future for myself and my family.
3--to have people think well of me.

5--to have as much freedom as possible to do things I want to do.
9--to do what is right according to my beliefs.

1--to be reasonably sure about the future for myself and my family.
9--to do what is right according to my beliefs.

7--to have friends.
12--to do things well.

Directions follow for scoring the FORCED CHOICE VALUES TEST. Read the directions and score your responses.

DIRECTIONS FOR SCORING FORCED CHOICE VALUES TEST

1. Count the number of items you circle number 1 on the Values Test and insert the number counted in the blank to the left of statement number 1 below. Do this for each of the items through number 12.

2. Rank the items in the column to the right by assigning number one to the items that you circled the most times, number two to the item circled the second highest number of times, etc. In case of a tie give the items all the same rank, but allow a full number count for each item. For example, if there is a tie on number 3, assign two number threes, which take up the three and four spots, making five the next rank.

3. When you have completed ranking, you may look at the key to the left of the ranking and determine the highest to lowest values. Example: If #10 is ranked 1, that means your highest value is "orderliness."

   Be sure to check with your teacher if you have any questions on scoring or ranking.

No. of times circled	Key			Rank
_____	Security	1.	To be reasonably sure about the future for myself and my family.	_____
_____	Influence	2.	To have influence with people.	_____
_____	Recognition	3.	To have people think well of me.	_____
_____	Helpfulness	4.	To do things for my family and others.	_____
_____	Freedom	5.	To have as much freedom as possible to do the things I want to do.	_____
_____	New Experience	6.	To do new and different things often.	_____
_____	Friend-liness	7.	To have friends.	_____
_____	Family Life	8.	To create an atmosphere that makes for satisfying family living.	_____
_____	Religion	9.	To do what is right according to my beliefs.	_____
_____	Order-liness	10.	To have things neat, orderly and organized.	_____
_____	Wealth	11.	To have as many good things as possible.	_____
_____	Workman-ship	12.	To do things well.	_____

EMPLOYERS: EVALUATION FORM FOR EBCE
Date of Evaluation _____

Student Name _____ Name of Evaluator _____
School _____ Name of Employment _____

General Directions: A student will be reated on a scale from one (low) to five (high) on each of the eighteern items. Due to the scoring system, it is asked that all items be marked.

1	2	3	4	5
Poor	Below Avg.	Average	Above Avg.	Excellent

Weighted Value	Variable	Rating
	ATTENDANCE - Does the student come to work unless there is a reasonable excuse?	
	RELIABILITY - Is the student dependable? Can you count on the student to do a good job?	
	COMPLETES ASSIGNED TASK - Does the student finish a job before a new one is undertaken?	
	DISPLAYS PROPER RESPECT - Is the student courteous and polite? Does the student treat you and others in a manner that is expected?	
	FOLLOWS INSTRUCTIONS - Once the student understands your instructions, are they obeyed?	
	APPEARS TO BE BENEFITING FROM INSTRUCTION - Is the student getting something out of his site?	
	UNDERSTANDS INSTRUCTIONS - Does the student demonstrate comprehension of your instruction?	
	USES AND CARES FOR EQUIPMENT RESPONSIBLY - Does the student make use of and take care of things properly?	
	SELF-CONTROL - Does the student exercise self-discipline to the extent that the student's actions do not interfere with the situation?	
	SATISFACTION WITH SITE - Do you think the student likes the site?	
	FOLLOWS RULES - Does the student obey the regulations?	
	ACCEPTS CONSTRUCTIVE CRITICISM - If you inform the student of something that is being done incorrectly, does the student take it in stride and attempt to correct the weakness?	
	SEEKS ADDITIONAL WORK WHEN FINISHED WITH ASSIGNED TASKS - Does the student either ask you what to do next or go on a routine job as opposed to standing around?	
	GETS ALONG WITH FELLOW WORKERS - Is the student friendly? Does the student fit into the group or situation?	
	GENERAL APPEARANCE - Does the student have proper grooming habits?	
	KNOWS RULES OF THE JOB - Is the student aware of the regulations for the situation?	
	AMOUNT OF OVERALL IMPROVEMENT - Does the student do a better job than he did at the start?	
	FUTURE EMPLOYMENT - Would you hire or recommend this student for a job on a regular basis?	

MAKING DECISIONS
Checklist

Directions: Check the items in which the child named makes independent decisions.

Name _____ Date _____ Age _____

	Sometimes	Usually
1. I choose the foods I eat.		
2. I choose the clothes I wear.		
3. I choose my bedtimes.		
4. I choose the games I play.		
5. I choose my friends.		
6. I have money to spend the way I choose.		
7. I choose the TV programs I watch.		
8. I choose the books I read or look at.		

9. Do you like to make choices? _____

10. Do you like others to help you choose? _____

Directions: Circle the preferred choice.

11. Do you usually choose balanced meals or "junk food"?

12. Do you choose clothes that fit and are attractive or "any old thing"?

13. Do you get enough sleep or stay up late?

14. Do you choose games for fun and learning or not play games?

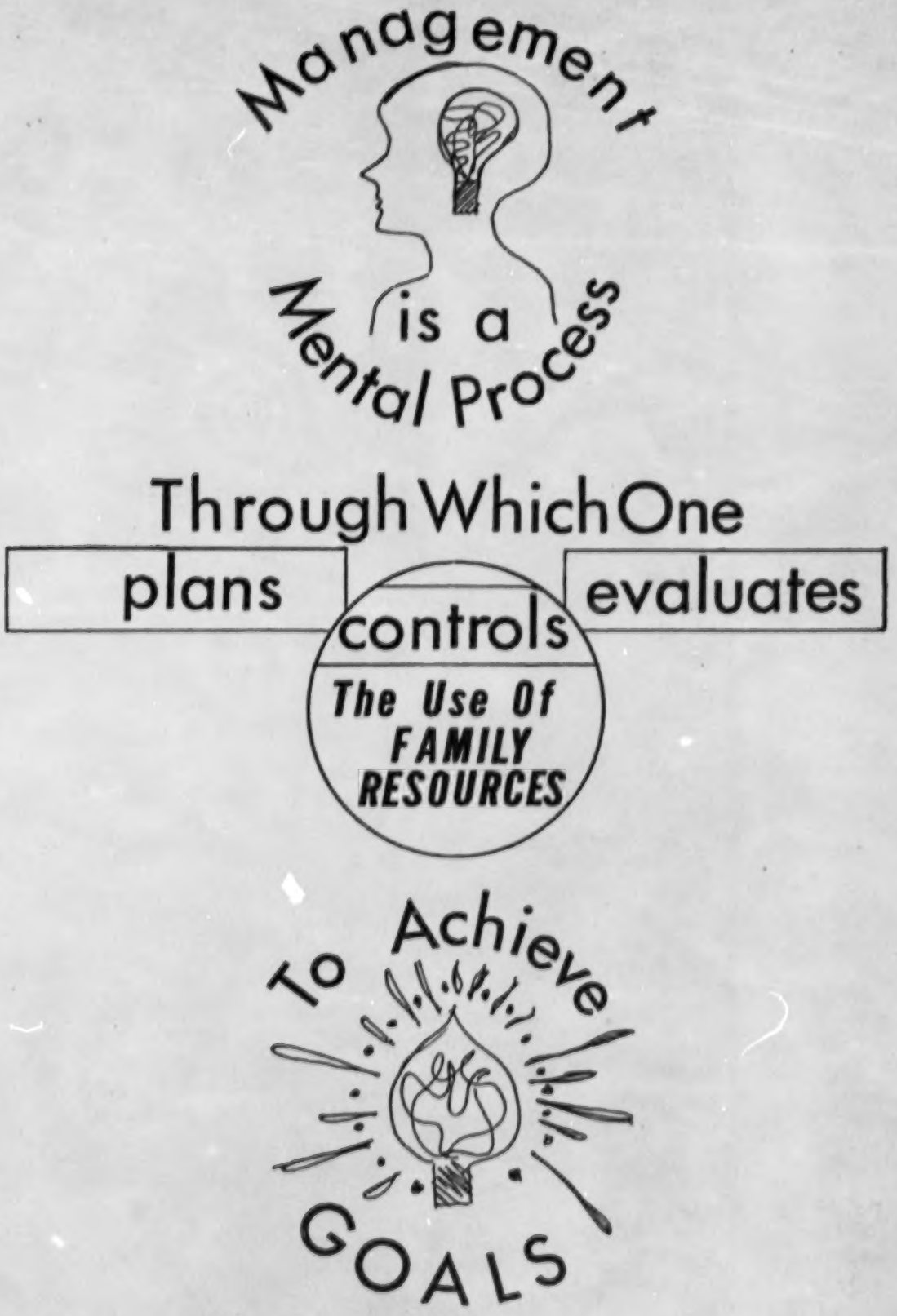
15. Do you have fun and respect your friends or get into trouble with them?

16. Do you spend money on things you want and need or just "blow it"?

17. Do you watch educational and family TV shows or adult shows?

18. Do you choose books for fun and learning or not use books?

STEPS TO DECISION MAKING


Management
is a
Mental Process
Through Which One
plans
controls
evaluates
The Use Of
FAMILY
RESOURCES
To Achieve
GOALS

x1

My Husband and I Never Argue About Money
"What, never? Well, hardly ever."
by Joyce Kissock Lubold

(See Suggested Learning Experience No. 22, p. 35 in Part One)

My husband and I decided early in the game that it is simple ridiculous for any mature couple to argue about money. "Either we've got it or we haven't," my husband pointed out. "That's alright, dear," I said, admiring my bridegroom's clear thinking. "There really isn't any reason for the subject to come up."

And yet we found quite soon the subject did come up, and once up was very hard to get down again. I might mention at breakfast that Aunt Clara's birthday was arriving soon and that we should send her something nice considering all she had done for us. My husband would agree, adding that we didn't have to get her a diamond brooch, for heaven's sake. I would answer with sudden passion that I couldn't understand why he didn't like Aunt Clara, and ... well, the point is that we both got off the subject.

We continued, nevertheless, in our determination not to argue about money. If a conversation drifted toward what we could not afford, we just stopped talking. We uncovered a number of things we could talk about, however. The Abominable Snowman, for instance. Or the development of design in the pottery of the Navaho Indians. Meanwhile, my husband bought the things he thought we needed, I bought the things I thought we needed, and we were happy as clams.

But over the years, in our Eden a little seed of trouble began to grow. What happened increasingly was--we ran out of money. Neither of us, it seemed, could walk around with cash in our pockets. It was like an allergy--we couldn't stand the feel of it next to our skin. My own particular temptation was the toy store. Let me take $10 to buy sneakers for the children, and a kind of madness for new pickup trucks for my three youngsters comes over me. My husband fights his losing battles in the hardware store. He is not physically able to walk past a new yard tool, for example.

We decided that since we couldn't carry money without spending it, we wouldn't carry money at all. We opened charge accounts all around town. We charged the groceries, and the newspaper; we charged at the shoe store. My husband had a long talk with our babysitter, who seemed dazed at the idea but agreed to let us run a monthly account.

All through that happy cash-free month we warned each other about the Bill-Paying to come. The big evening arrived. At the dinner table, our eight year old said matter-of-factly, "Guess I'll study at Billy's tonight. You'll probably be fighting."

My husband and I looked at each other. "But you know Daddy and I never argue about money," I said.

Reprinted by permission from Joyce Kissock Lubold and Reader's Digest August, 1962. pp. 58-60. Condensed by Reader's Digest from The Rotarian

"Yeah," he said kindly, "but I bet you will tonight. I better go over to Billy's."

"You stay here, son," my husband said sharply.

That night we paid the bills in almost total silence. Which wasn't easy. Because there were an awful lot of bills. I couldn't believe that a family of five had consumed this much in four weeks. My husband, breathing heavily, was apparently making the same discovery. I found an unexpected charge for lawn clippers that filled me with unreasoning rage. He choked back an exclamation of distress as he corrected a few really minor mistakes I had made in calculation. With tight smiles we stamped the envelopes, putting aside those which could not be mailed until another paycheck, and shut the desk.

"Well," my husband said, "the kids can't say we argued." He voice was taut.

"Just let them try," I said. So was mine.

We were miserable. We had spent too much, and we both knew it. In the days that followed we became more miserable still; our unnatural restraint made small angers work within our souls until they had to come out. Within a week I mentioned the lawn clippers disparagingly at least four times. My husband, meanwhile, found wasys to turn innocent family conversations into little lectures on the Need for Economy.

That month trudged wearily on until he announced one morning at breakfast, "We'll pay the bills again tonight." Then he added to our son, with labored jocularity, "No need for you to leave, your mother and I won't argue."

The boy went on eating his cereal. "Maybe it's be better if you did argue when you pay the bills," he said at last. "Instead of all the rest of the time."

Well, when a truly loving and open-minded couple hear a great truth, they recognize it. My husband and I look at each other, and he said joyfully, "Boy, you go over to Billy's right after supper."

That evening we argued--about anything and everything. He brought up for scorn the wooden train I had bought for the baby who couldn't even push himself around yet. I referred to the bag of fertilizer that was so rich it burned the grass. He had a witty remark on the green shoes that didn't go with anything until I bought a dress that matched them. I let my voice get high and shrill. We pounded the table. We waved our arms. We stalked around the room, gesticulating. We had a grand time.

And when the last bill was paid, our voices quiet with fatigue, we walked into the kitchen for a cup of coffee. There was a kind of battlefield camaraderie.

My husband stretched luxuriously and grinned. "Boy, that sure cleared the air," he said. "You wait till next month, though. I know what we can afford to spend on the yard now, and I'm not going to spend a cent more. You won't have a chance to yell about anything."

"Neither will you, smart boy," I said. "I'm going to watch it like a hawk this month."

And then we looked at each other in astonishment. We'd stumbled on the answer to the whole thing!

And that's they way is has worked out for us. We've stuck to our basic rules: Don't talk about money. Don't argue about money. Don't carry it around. And schedule one rousing money fight every once in a while, just to clear the air.

This last rule has been hard to keep. The first few cleared the air so well that we don't really have enough to argue about anymore.

So we made up one final rule: "Remember always that marriage is more important than money." And this last rule is one that all husbands are wives should keep.

I've Found a Schedule That Really Works[1]
by Norma Duerst

I wonder how many mothers have felt at times that the job of managing a home while bringing up small children is a chaotic, never-never job--never ending, never satisfying, never really well done.

It was not until my third child was born that I began to feel that way. When my husband Gene and I were married, seven years ago, I gave up my secretarial position and we moved to a small Wisconsin town, where my husband had accepted a job teaching social studies and physical education at the local grade school. We bought a small, two-bedroom house overlooking a last just outside of town, and I slipped fairly easily into the role of housewife. I had time to read, to sew, to make friends, and visit with them, and to be cheerful and relaxed for my husband when he came home at night. When our first child, Kim Susan was born and three years later our second child, Paul, my daily routine was somewhat disrupted, to be sure, but I still managed to run the house and have time for myself and my family. So when I became pregnant for the third time, I paid little attention to friends who told me: "Two isn't bad, but wait till you have three! You won't have time for anything." I paid little attention, but as soon as Peter Eric made his appearance, I discovered that they were right!

Suddenly I just couldn't seem to cope with the everyday demands of the children and the house. Toys began to clutter up the living room; beds began to go unmade. Dust gathered on the television set and dishes collected in the sink. Although Gene always helped with the children--bathing them in the evening and taking them from underfoot whenever he could--my housework just overwhelmed me. And unlike some women, I couldn't be philosophical about the disorder that surrounded me; it depressed me terribly.

It took one exceptionally hectic day to make me see what was wrong. On this particular day I had worked constantly--making beds, wiping noses, picking up toys, fixing lunch, changing diapers, picking up toys, settling arguments. I had managed to find just enough time to be impatient with the children. When shortly before lunch Kim had taken out her dolls and dishes to play, I had snapped, "Don't mess now--pick up your things!" When Paul's attention had wandered from his blocks to his trucks I had frantically scooped up the blocks and put them away.

At 4:30 in the afternoon I sat down for the first time since breakfast, and suddenly I realized that although I had worked steadily from seven o'clock on, I hadn't accomplished a thing. The living room was a mess, in spite of the fact that I had picked it up at least three times. There were unwashed bottles in the kitchen sink. The pie I had planned to bake for Gene was unmade. I was still dressed in the Bermuda shorts and limp blouse that I had thrown on that morning.

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It just didn't make sense. I was wearing myself out and accomplishing nothing. Wasn't there some way to have a reasonable smooth--running and calm household? Couldn't I have a dusted, clean living room and still have time to do my nails? Wasn't there some way of getting the washing and ironing done that would leave time for me to play with Kim and Paul? Did I really have to choose to cuddle and rock my darling baby?

The next day I timed myself to see how long my household jobs really took. I found, to my surprise, that I needed just 20 minutes to vacuum my living room and hall and that dusting the living room took a mere 9 minutes. Bed-making--17 minutes for three beds and the crib. The breakfast dishes could be washed, dried and put away in 14 minutes. These figures, of course, didn't include time out for wiping noses, distributing cookies or zipping up fly fronts for a little boy who can't quite manipulate the zipper. Nevertheless, I came to the conclusion that even with untimed interruptions, housework could and should get done in less time and in a more orderly manner.

What was using up my precious time? One thing, I now realized, was my habit of picking up the toys a dozen times a day. Another was spending too much time in the morning on my second cup of coffee (which usually stretched to three or four). Another was long visits on the telephone. One of my biggest time wasters was hopping from one job to the next. I'd make Kim's bed and then, instead of completing the room, I'd go and throw some things into the washer. Or I'd clear the breakfast table, and instead of doing the dishes then and finishing the kitchen, I'd shift to the beds or pick up clothes.

Finally, I worked out a schedule. I know that some girls hate the idea of a schedule, but I've found it has worked wonders for me. Let me say, however, that mine is not an extremely rigid one. Instead, it is a workable, changeable routine that allows me time for myself, my children, and my husband.

First, I get up earlier in the morning. Peter usually wakes at 6, and rather than snuggle back into bed as I used to do after giving him his bottle, I stay up. I spend this quiet time, from about 6:30 until 7, in showering, getting dressed, putting on make-up and doing exercises (tyring to reduce that after-baby roll around my middle).

Gene gets up at 7, and while he's showering and shaving I make our bed, put away pajamas and robes and pick up in our room. Then I make breakfast and have time--usually--to scan the paper and drink my juice before my two little Indians are up and at 'em for the day.

While Paul and Kim are drinking their juice, if all seems calm, I go to their rooms and make beds and pick up there. Before I changed my routine, Kim and Paul often would be walking around until 10:30 or 11 in thier pajamas and robes before I got around to dressing them for the day. Now I've made a rule: Neither of them can watch "Captain Kangaroo" until they are dressed. As a result, they dress eagerly so that they can watch their favorite program.

By 8:30 or 9 I have my beds made, my children dressed and myself neatly dressed and ready to begin the rest of my work for that day. If I can't get around to dusting the bedrooms that particular day or vacuuming the living room, at least things are neat and uncluttered. It's surprising how clean a home looks if it is just picked up and straightened. No one will ever notice whether the windows have tiny finger smudges, if the pillows are on the couch and the papers and toys off the floor. And if the beds are made and pajamas put away, nobody will notice whether the rugs have been shaken and the floor dust-mopped that morning. Don't misunderstand me--these jobs get done too; but sometimes, with the countless "unscheduled" interruptions, it's hard to accomplish everything in one day.

My weekly schedule I follow quite closely. Monday I do my entire washing and steam-iron part of it from the dryer. I prefer this way to my former method of washing a load or two of clothes every day. True, Mondays are busy, but then I'm done with my laundry for the entire week. This does not include, of course, the baby wash, which I do every day after the baby has his bath.

Tuesday I finish my ironing. Wednesday and Thursday are relatively "free" except for the daily clearning and any odd job that may need doing. Friday I do a thorough cleaning, which includes scrubbing and waxing the kitchen and bathroom, washing windows, wiping out my refrigerator, and so on.

Before going to bed each night I pick up all newspapers, books, and glasses in the living room and plump the pillows on the couch. I stack any stray dishes in the sink so my kitchen won't be messy in the morning. I also put all the toys away. What takes me ten minutes to do at night would take me three times as long with the children underfoot in the morning.

One thing I have learned to live with is a certain amount of clutter in the living room. Our house is small, and Kim and Paul invariably make the living room their playroom. However, instead of picking up toys a dozen times a day and frustrating both myself and the children, I wait now until naptime and then all three of us make a "game" of it. In all honesty, sometimes it takes quite a little cajoling to get the children interested in this particular game. Then in the evening, at 4:45, "Bozo the Clown" comes on, and the children must pick up all their toys again before they can watch the program. In this way the house is all picked up when Gene comes home at 5:30.

It seemed that the odd jobs around my home were always so hard to squeeze in--things like sewing a button on a coat, straightening out drawers, washing the light fixtures, mending socks, shampooing the furniture or cleaning the oven. I'm a great one for making notes anyway, so I started jotting down all these little extra jobs that weren't getting done. Every day I try to cross one of these jobs off my list. Surprisingly enough, sometimes thinking about a job takes longer than doing it. It gives me a sense of accomplishment, too, to cross them off one by one.

And some short cuts I've discovered have helped me immensely. One thing I do now while I'm preparing dinner is to clearn my silverware drawer or scrub the baby's high chair or polish my silver. It's surprising how much can be squeezed in between peeling the potatoes and tossing the salad.

I must admit that even with a schedule and good intentions, a certain number of days are bound to be far from calm and serene. There will always be days, no matter how well planned, when things will all go wrong--when the oatmeal boils over on my clean stove or Paul scribbles with crayons on my floor or the baby is unusually fussy.

However, I've found that with my new system I can find time for myself--to sew a new dress, fix my hair or read a book, visit with friends and entertain occasionally. I've found time to enjoy my children, more time for playing with them, reading to them, appreciating them. I've found time to be pleasant and attractive for my husband, to have appetizing meals for him and still maintain a reasonably calm and clean home.

I've found time for the most important things--my husband, my children, me.

CAREER CLUSTERS

1. Business and Office Organization
2. Sales and Business Contact
3. Social and Personal Service
4. Trade and Industrial
5. Health, Medicine and Related Services
6. Art and Humanities
7. Agriculture/Environmental/Ecology
8. Science and Engineering

EMPLOYMENT ABBREVIATIONS:

1.	Agcy.	6.	betw,	11.	Dept.	16.	Excell.	21.	hi-schl. grad
2.	am	7.	Co.	12.	EOE	17.	F/T	22.	HSG
3.	appt.	8.	Col. grad.	13.	eve.	18.	furn.	23.	immed.
4.	bd.	9.	Corp.	14.	exp.	19.	Gen.	24.	ins.
5.	ben.	10.	deliv.	15.	exper.	20.	hr.	25.	lic.

26.	M/F	31.	Nat'l	36.	perm.	41.	pref'd	46.	sal.	51.	wk.
27.	min.	32.	nec.	37.	ph.	42.	P/T	47.	temp.	52.	wkly.
28.	mgmt.	33.	ofc.	38.	pm	43.	Refs.	48.	trnee.	53.	wknds.
29.	mgr.	34.	oppty.	39.	pos.	44.	Refs. req'd	49.	transp.	54.	yr.
30.	mo.	35.	pd.	40.	pref.	45.	rm.	50.	w/	55.	yrs.

Notes:

FOOD VOCABULARY:

ham	meat	beans	liver	celery	prunes
jam	milk	beets	peach	cereal	relish
oil	nuts	bread	pears	cheese	spices
pie	peas	cocoa	pizza	cherry	squash
tea	pork	cream	roast	coffee	turkey
yam	rice	flour	rolls	garlic	yogurt
beef	salt	fruit	salad	grapes	avocado
cake	soup	grav y	sauce	muffin	bananas
corn	stew	herbs	steak	olives	cabbage
eggs	tuna	hone y	sugar	onions	carrots
fish	veal	jelly	syrup	orange	chicken
lamb	apple	juice	toast	pastry	chowder
malt	bacon	lemon	butter	pepper	coconut
cookies	raisins	lemonade	margarine	sour cream	
custard	spinach	macaroni	meat loaf	strawberry	
dessert	turnips	pancakes	milkshake	vegetables	
ketchup	vanilla	potatoes	mushrooms	watermelon	
lettuce	vinegar	sandwich	pineapple	baking soda	
mustard	beverage	tomatoes	spaghetti	cauliflower	
noodles	biscuits	zucchini	artichokes	franfurter	
oatmeal	broccoli	appetizer	cornflakes	cheeseburger	
omelets	cornmeal	asparagus	cornstarch	french fries	
peanuts	cucumber	cantaloupe	grapefruit	baking powder	
pickles	dressing	hamburger	ma yonnaise	cottage cheese	
pudding	eggplant	ice cream	shortening	brussels sprouts	

Notes:

FOOD PREPARATION VOCABULARY:

dot	diced	scald	ground	reduce
beat	dried	boiled	halved	sifted
fold	fried	canned	mashed	sliced
baked	mixed	frozen	melted	smoked

FOOD PREPARATION VOCABULARY (continued)

baste	pared	glazed	minced	spiced
cubed	puree	grated	peeled	spread
stewed	chilled	kneaded	steamed	simmered
tossed	chopped	mea sure	toasted	barbecued
blended	combine	preheat	whipped	preserved
braised	creamed	prepare	buttered	quartered
breaded	crushed	poached	flavored	scalloped
broiled	drained	roasted	seasoned	scrambled
browned	grilled	sauteed	shredded	marinated

Notes:

CAR PARTS VOCABULARY:

PARTS THAT CAN BE IDENTIFIED FROM THE DRIVER'S SEAT: _____

1. generator or alternator warning light
2. parking brake light
3. fuel gauge
4. high beam indicator
5. odometer
6. water temperature gauge (or warning light)
7. rear view mirror
8. seat belt
9. speedometer
10. sun visor
11. oil pressure warning light
12. accelerator/gas pedal
13. air conditioner
14. brake pedal
15. clutch
16. defroster switch
17. dimmer switch
18. dome light switch
19. emergency flasher switch
20. gear shift
21. heater controls
22. hood release
23. horn
24. ignition switch
25. parking brake control
26. parking light switch
27. seat adjustment
28. steering wheel
29. directional signal
30. windshield washer switch
31. windshield wiper switch

CAR PARTS VOCABULARY (continued)

PARTS UNDER THE HOOD:

32. alternator
33. battery
34. brake fluid master cylinder
35. carburetor
36. crankcase
37. oil cap/crankcase
38. fan belt
39. hood latch
40. generator
41. oil dipstick
42. oil filter
43. powering steering dipstick
44. radiator
45. radiator cap
46. radiator hose
47. spark plugs
48. transmission dipstick
49. windshield washer tank

PARTS OUTSIDE AND UNDER THE CAR:

50. brake drums or disk brakes
51. chassis
52. differential
53. exhaust pipe
54. gas cap/tank
55. headlights
56. muffler
57. shock absorbers
58. signal lights
59. transmission

EMPLOYMENT VOCABULARY:

1. appearance
2. application
3. deductions
4. employee
5. employer
6. equal opportunity employer
7. federal income tax
8. FICA tax
9. fringe benefits
10. gross income or pay
11. interview
12. net income or pay
13. overtime pay
14. pa y period
15. personal data
16. personnel manager
17. references
18. reliable
19. salary
20. seniority benefits
21. state income tax
22. trainee or apprentice
23. unemployment compensation
24. union
25. union dues

Notes:

MEDICAL VOCABULARY:

1. x-ray
2. influenza
3. transfusion
4. generic
5. digestive
6. skeleton
7. buttocks
8. prognosis
9. artery
10. nasal
11. armpit
12. mumps
13. prescription
14. bronchitis
15. diarrhea
16. sinus
17. fungus
18. tranquilizer
19. infectious mononucleosis
20. whooping cough
21. vomit
22. infection
23. fracture
24. tourniquet
25. diaphram
26. shock
27. positive
28. breastbone
29. arch
31. menstrual
32. appendix
33. brain
34. pores
35. seizure
36. diagnosis
37. first aid
38. tonsils
39. vision
40. indigestion
41. virus
42. thyroid
43. fever
44. diabetes
45. sedative
46. polio
47. menopause
48. antiseptic
49. bowels
50. antidote
51. medication
52. blood
53. pneumonia
54. scalp
55. depression
56. feces
57. tetanus
58. hives
59. vertebra
60. measles
61. antibiotic
62. bladder
63. physician
64. dental
65. rupture
66. fatal
67. syphilis
68. veneral disease
69. high blood pressure
70. vein
71. hepatitus
72. esophagus
73. decongestant
74. symptom
75. rubella

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76. bandage
77. phlegm
78. angina
79. malaria
80. vaccination
81. hernia
82. epilepsy
83. surgery
84. convulsion
85. ribs
86. patient
87. bacteria
88. anesthetic
89. lungs
90. liver
91. anemia
92. auditory
93. paralysis
94. contraceptive
95. rheumatic fever
96. epidemic
97. stomachache
98. urine
99. hemorrhoids
100. allergy
101. laxative
102. oral
103. astigmatism
104. constipation
105. respiratory
106. sterilize
107. emphysema
108. hemorrhage
109. ulcer
110. laceration
111. alcoholism
112. asthma
113. obesity
114. chronic
115. respiration
116. E.K.G.
117. sputum
118. typhoid
119. gums
120. kidney
121. acute
122. nervous breakdown
123. rash
124. aspirin
125. cardiac arrest
126. spine
127. earaches
128. tumor
129. gonorrhea
130. joint
131. negetive
132. pupil
133. smallpox
134. tuberculosis
135. abdominal
136. asphyxiation
137. carbon monoxide
138. disinfectant
139. glaucoma
140. germs
141. disease
142. cancer
143. arthritis
144. intestine
145. navel
146. abdomen
147. pulse
148. skull
149. trauma
150. immunization

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